

DENVER GREAT KIDS
HEAD START

TEACHER NOTEBOOK

Head Start 2023-24



DENVER
PUBLIC
SCHOOLS

Early Education

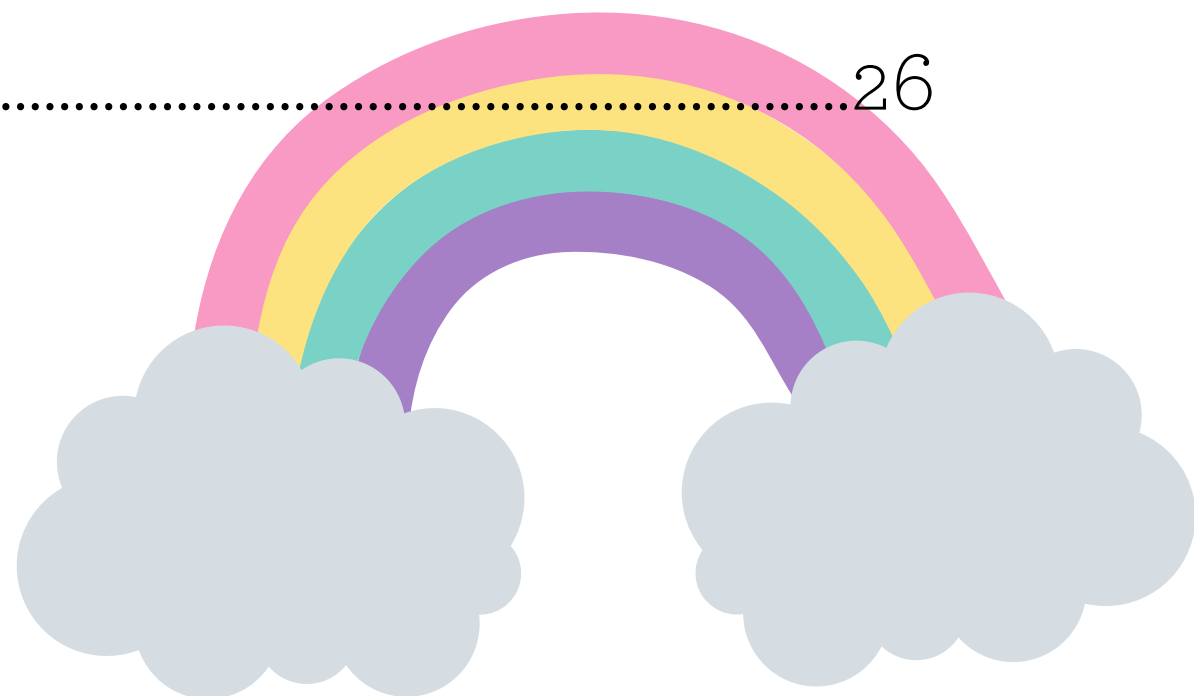
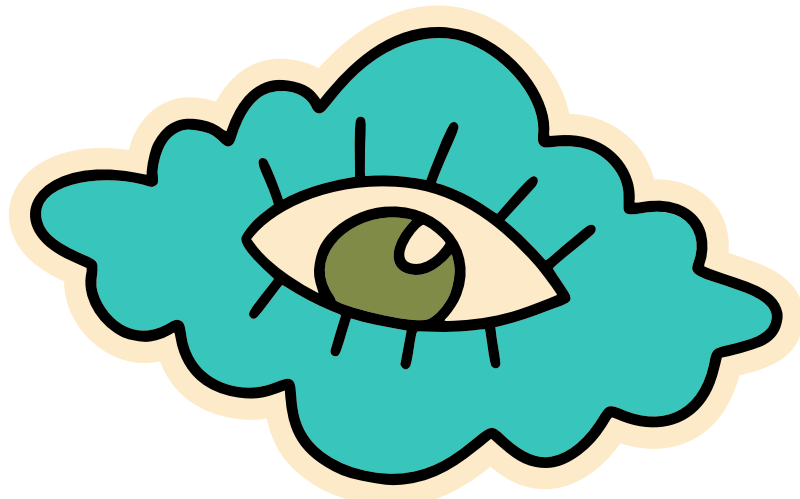
Joyful Learning from the Start

**THE PREMISE OF HEAD
START IS SIMPLE: EVERY
CHILD, REGARDLESS OF
CIRCUMSTANCES AT BIRTH,
HAS THE ABILITY TO REACH
THEIR FULL POTENTIAL.**

-NATIONAL HEAD START ASSOCIATION

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WHAT IS HEAD START

The DPS Head Start program is part of the school district's Early Education Department. DPS Head Start programs have committed to providing comprehensive child development services in accordance with the Head Start Performance Standards. Students enrolled in DPS Head Start programs must meet federal income eligibility guidelines and DPS Early Education guidelines by being 3 or 4 years old on or before October 1 of the year of enrollment.

Denver Public Schools is currently funded for 350 students in the Head Start program. There are 22 classrooms located in 10 elementary schools. All are full day programs (six hours, thirty minutes per day, 5 days per week). These full day programs are made possible by blending other funds with Head Start funds.

Each classroom has an average teacher/child ratio of 2 to 17. In addition to teachers/paraprofessionals and building principals, Head Start staff includes support staff, family liaisons, nurses, coordinators, supervisor, and a director.



Find the Head Start Performance Standards
HERE

Find Denver Great Kids Head Start
HERE




INTRODUCTION




Head Start and Early Head Start¹ are comprehensive child development programs which serve children from birth to age 5, pregnant women, and their families. They are child focused programs, and have the overall goal of increasing the social competence of young children in low-income families. By “social competence” is meant the child’s everyday effectiveness in dealing with both his and her present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of social, emotional, cognitive, and physical development.

Head Start services are also family-centered, following the tenets that children develop in the context of their family and culture and that parents are respected as the primary educators and nurturers of their children. Head Start offers family members opportunities and support for growth and change, believing that people can identify their own strengths, needs, and interests and are capable of finding solutions.

To support the overall goal of improving social competence, Head Start embraces a core set of values, including commitments to:

- Establish a supportive learning environment for children, parents, and staff, in which the processes of enhancing awareness, refining skills, and increasing understanding are valued and promoted;
 - Recognize that the members of the Head Start community – children, families, and staff – have roots in many cultures, Head Start families and staff, working together as a team, can effectively promote respectful, sensitive, and proactive approaches to diversity issues;
 - Understand that the empowerment of families occurs when program governance is a responsibility shared by families, governing bodies, and staff, and when the ideas and opinions of families are heard and respected;
 - Embrace a comprehensive vision of health for children, families, and staff, which assures that basic health needs are met, encourages practices that prevent future illnesses and injuries, and promotes positive, culturally relevant health behaviors that enhance life-long well-being;
 - Respect the importance of all aspects of an individual’s development, including social, emotional, cognitive, and physical growth;
 - Build a community in which each child and adult is treated as an individual while, at the same time, a sense of belonging to the group is reinforced;
 - Foster relationships with the larger community, so that families and staff are respected and served by a network of community agencies in partnership with one another; and
 - Develop a continuum of care, education, and services that allow stable, uninterrupted support to families and children during and after their Head Start experience.
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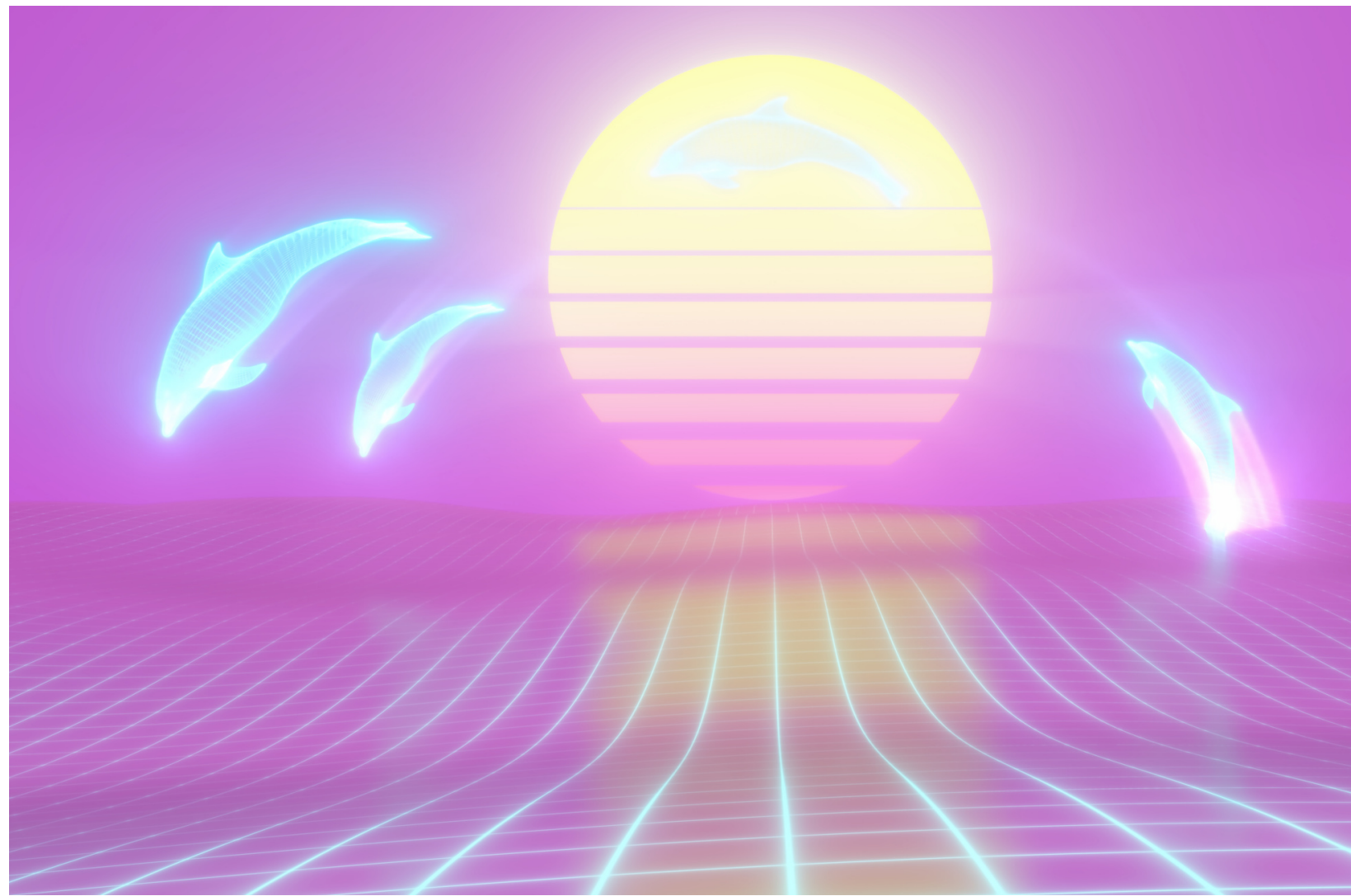
The Head Start program has a long tradition of delivering comprehensive and high quality services designed to foster healthy development in low-income children. Head Start grantee and delegate agencies provide a range of individualized services in the areas of education and early childhood development, medical, dental, and mental health, nutrition, and parent involvement. In addition, the entire range of Head Start services is responsive and appropriate to each child and family’s developmental, ethnic, cultural, and linguistic heritage and experience.





EXPECTATIONS

- Comprehensive services maximize the success of Head Start students and families
- The support team includes teachers, paras, parents, family liaisons, nurses, coordinators, Denver Health staff and other Early Education staff.
- All Head Start staff is expected to attend all Head Start Staff Developments in addition to all ECE Staff Development sessions.
- You are expected to turn in required documents in a timely manner. If you are having a challenge, contact the Education Coordinator.
- All program services and materials are provided for families. Because of Head Start requirements, families may not be asked to pay for all or part of the cost for field trips and classroom supplies.
- All Head Start teachers must complete a minimum of one home visit and one parent conference for each semester. Documentation of teacher/parent goals for each student should be sent to FACES with Home Visit Stipend Request as well as a copy of the log given to the Education Coordinator.



FORMS REQUIRED IN STUDENT EDUCATION FILES

- Student Education Files must be kept in the classroom
- ESI-R screening for all children. The screening allows Head Start to find concerns early and staff children through DPS disabilities.
- Copy of DPS Head Start Teacher/Parent Goals and updates with parent signature



"HEAD START IS DESIGNED TO ENSURE THAT ALL CHILDREN - REGARDLESS OF THEIR FAMILY'S INCOME, RACE, OR ETHNIC BACKGROUND - ARE ABLE TO ENTER KINDERGARTEN READY TO LEARN."

-LUCILLE ROYBAL-ALLARD



REPORTING DUE DATES

DAILY RECORD KEEPING:

- Recording of Monthly Safety Checklist on form for the month (post)
- Recording on three CACFP forms that are due monthly
- In addition to reporting child abuse within 24 hours, if 911 is called for a Head Start child or staff, PLEASE NOTIFY THE HEAD START COORDINATOR, IMMEDIATELY!

DUE THE FIRST OF EVERY MONTH:

- CACFP Snack Menu emailed to Education Manager ELYSE_YURTHADLEN@dpsk12.net
 - CACFP ROMS emailed to Education Manager ELYSE_YURTHADLEN@dpsk12.net
- CACFP Sign-In/Sign-Out emailed to Education Manager ELYSE_YURTHADLEN@dpsk12.net
- Field trips and special events for coming month including dates given to Education Manager
 - Coaching logs emailed to Education Manager ELYSE_YURTHADLEN@dpsk12.net

ITEMS DUE BY DATE:

August 15 Classroom Schedule - Completed electronically [HERE](#)

September 30 First Home Visit Log

October 5 (Given to Education Coordinator)

Lesson Plans Including Safety, Street Crossing & Individualization notations

Postings Checklist

Health and Safety Checklist

Individualization Plan

Toileting Plan

ESI Summary

The Early Screening Inventory (ESI-R) Form in each child's file

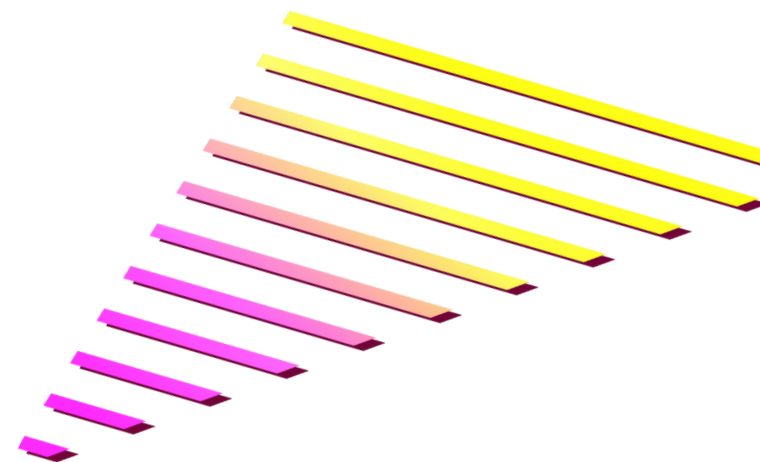
November 17 Teacher Conference Summary Log and Parent/Teacher Goals

February 29 Second Home Visit Log

March 1 Materials and Supply Money Spent or Allocated

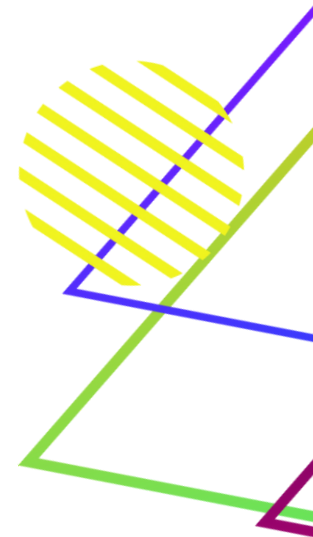
Tuition request deadline

May 5 Second Parent Teacher Conference Log





HEAD START SUBSTITUTE DAYS



Head Start teachers are allotted 4 substitute days per the 2022-23 school year. Head Start substitute days are for the intentional use of accomplishing activities that are specific requirements of Head Start.

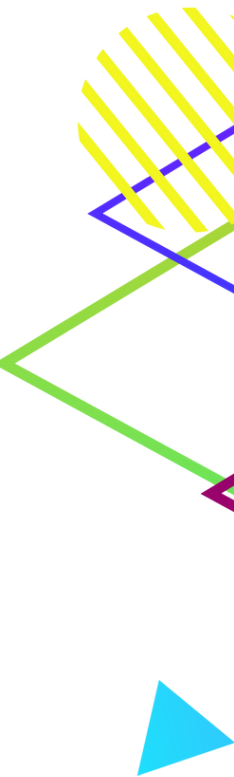
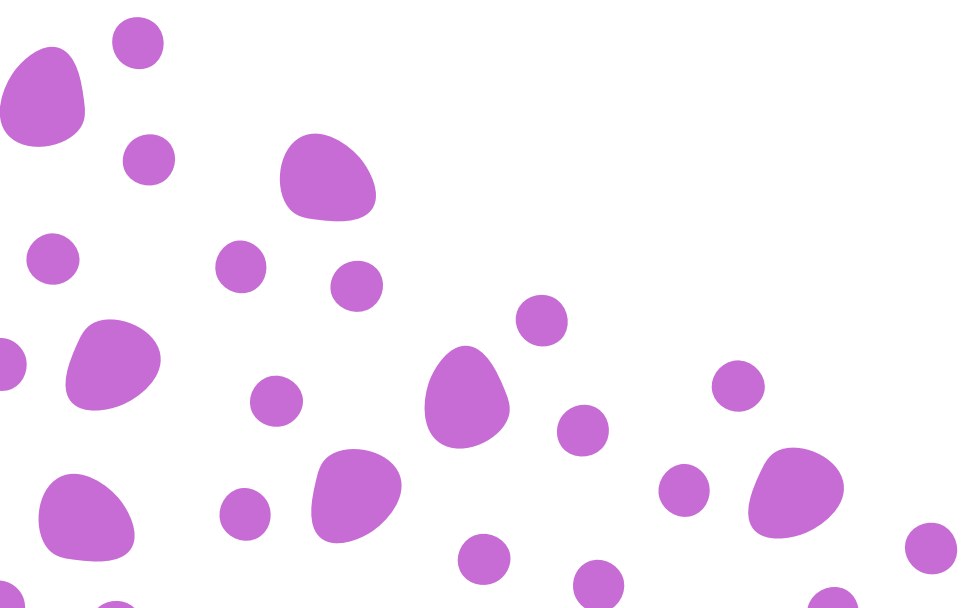
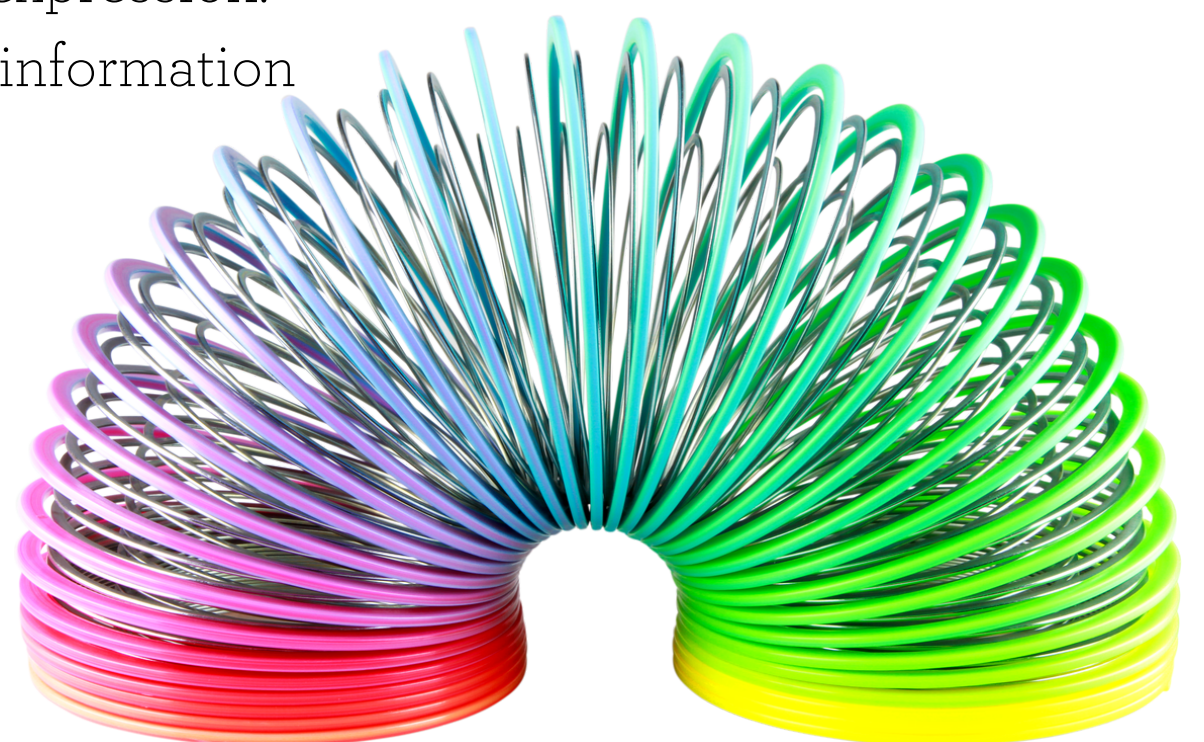
Suggestions for use:

- Time to complete ESI assessments (must be completed before October 5, 2022)
- Individualizations, Preparations & Meetings
- Parent Teacher Conferences
- Miscellaneous documentation such as safety lesson plans, individualization plans and toileting plans.
- These 4 days should be adequate for completing these assignments. If there is a challenge, please speak with your Education and Disabilities Specialist, Elyse Adlen to work through alternative ideas.
- Complete the Teacher Substitute Tracking Form and submit to Elyse Yurth Adlen.
- In addition, you are responsible for completing two home visits (fall and spring) per family. These should take place outside of school hours and you will get paid through FACE



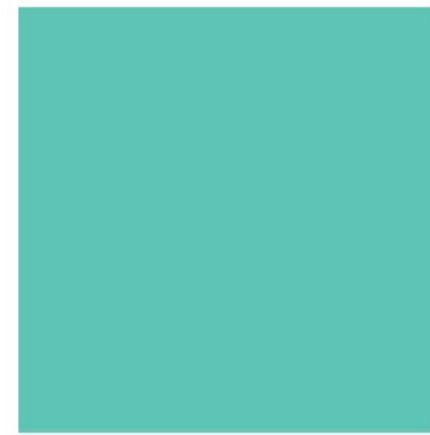
KEY COMPONENTS OF A HIGH QUALITY CLASSROOM

- Your room should be organized so the children are able to easily find materials and put things away.
- Children are seen engaged in activities, there is little wandering through the classroom.
- Children have many opportunities throughout the day for free exploration.
- The majority of materials in centers are open-ended.
- Materials in the classroom provide opportunities for children to make choices and solve problems.
- Teachers are engaged in children's activities.
- Teachers ask questions during play, helping children to develop deeper thinking skills.
- Children have the freedom to guide their learning in the classroom.
- There are clear limits and routines set up in the classroom so children feel safe and secure.
- When unwanted behaviors occur, the teacher and child work together to understand the situation, make plans for better choices in the future and repair the situation when needed.
- Teachers regularly share information about the child in the classroom with families.
- When there is a problem in the classroom, families are informed and learning plans are provided.
- Programs create communication plans for families in a way that the families can best understand.
- The majority of wall displays are child created.
- Displayed student projects include individual expression.
- FERPA is adhered to when displaying student information





ADMINISTRATION FOR
CHILDREN & FAMILIES



Getting Started with the Head Start Early Learning Outcomes Framework

Ages Birth to Five

I. THE HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

The Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) replaces the *Head Start Child Development and Early Learning Framework (HSCDEL, 2010)*. The HSELOF presents five broad areas of early learning, referred to as central domains (See Figure 1 on page 2). These domains reflect research-based expectations for learning and development. The HSELOF emphasizes the key skills, behaviors, and knowledge that programs must foster in children ages birth to 5 to help them be successful in school and life.

The role of the HSELOF in program planning and practice is mandated by the Head Start Act and by the Head Start Program Performance Standards. The Performance Standards describe required teaching practices, learning environments, curricula, assessments and professional development. The HSELOF identifies what young children should know and be able to do. Fully implementing the Performance Standards and the HSELOF will promote high quality services and practice for teaching and learning so that all children can succeed.

What is the HSELOF?

The HSELOF is a guide for programs to plan and implement a comprehensive, yet focused, learning program. The HSELOF:

- Is organized into elements that are research-based, comprehensive, inclusive of all children, manageable, and measurable
- Supports developmentally appropriate curriculum, high-quality learning experiences, and opportunities for play and exploration.
- Acknowledges the importance of caring, nurturing, and emotionally-responsive interactions and relationships for children's learning and development
- Informs intentional teaching practices
- Acknowledges that each child is unique and can be a successful learner
- Identifies learning goals that are important for all children, including children with disabilities
- Acknowledges that children with disabilities may need more individualized or intensive instruction to develop and learn
- Recognizes that children's cultural backgrounds influence the process of their learning and development
- Recognizes that children who speak languages other than English at home bring their language as an asset and have the capacity to learn two or more languages well
- Encourages ongoing, intentional support of a child's home language as well as support for English acquisition

What the HSELOF is not:

- Not a curriculum but guides the selection of research-based curriculum
- Not an assessment tool but guides the selection of valid, reliable, and useful assessments of children's progress
- Not a developmental checklist but describes skills, behaviors, and knowledge that indicate children are developing and learning

II. THE HSELOF BUILDS ON EARLIER FRAMEWORKS

It is important to help staff and families understand how the HSELOF builds on and continues the important work accomplished using earlier frameworks.

How is the HSELOF similar to earlier frameworks?

- Used by programs to guide choices in curriculum and learning materials, plan daily activities and experiences, and inform quality interactions and intentional teaching practices
- Created using the most up-to-date research as identified by experts in the early childhood field



- Applied to all program options, including centers, family child care, and home visiting programs

How is the HSELOF different from earlier frameworks?

- Focuses on key domains that are essential for school and long-term success
- Begins with infants and toddlers to build a strong foundation for learning and to strengthen continuity in programming from birth to 5

Figure 1. Domain Organization

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

- Increases specificity of goals and indicators based on an expanding research base about development in the first five years of life
- Emphasizes behavioral indicators that children demonstrate in everyday situations
- Includes information and examples of cultural and linguistic differences that may influence how children demonstrate their skills, behaviors, and knowledge
- Provides information and examples of how children with disabilities may demonstrate what they know and can do and the kinds of support they may need
- Emphasizes the importance of program planning and intentional teaching practices
- Is a helpful tool for effective engagement with families

- Identify program priorities and focus attention and resources on meeting the goals for children's development and learning
- Communicate about program planning, implementation, and impact with staff, families, advisory board, and the community

Teachers, home visitors, and family child care providers use the HSELOF to:

- Support the development of strong relationships
- Prepare the environment and plan learning experiences to support progress toward the goals
- Engage consistently in meaningful interactions and conversations with children to support their learning in all the domains
- Inform effective, intentional, and responsive teaching practices to help children make progress toward the goals
- Engage parents and family members in understanding and supporting their child's learning
- Complement information gathered from ongoing assessments

III. WHO IS THE HSELOF FOR AND HOW IS IT USED?

Everyone who cares for children has a role in using the HSELOF, and everyone in the program has a role in implementing and learning how to use it. Here are some of the recommended ways to use the HSELOF in your program with key staff and families. Include directors, managers, teachers, transportation staff, health and nutrition specialists, mental health consultants, disability coordinators, and human relations personnel in this important work.

Directors and managers use the HSELOF to:

- Guide everyday practice in selecting and using curriculum along with teaching and assessment practices that promote the goals for children's development and learning
- Identify staff training needs and plan for staff training and development





Parents and family members use the HSELOF to:

- Increase their understanding of developmentally appropriate expectations for young children, including the importance of reciprocal interactions and conversations starting in infancy
- Guide focused communication and discussion with teachers about early learning and development and expected outcomes for children
- Work together with program staff to promote their child's development and learning through positive interactions and effective learning experiences

IV. GETTING STARTED: USING THE HSELOF AS A HEAD START LEADER

You can begin to:

- Study the entire document
- Use the introduction to understand the purpose, organization, and changes from previous frameworks
- Carefully read each domain introduction, the sub-domains, goals, developmental progressions, and indicators
- Note your questions and think about how to address them, if necessary, before you meet with staff

- Introduce the HSELOF to the staff, families, and advisory council members
- Emphasize its evolution, the growth in the research base, and continuity with your program's prior work
- Develop a timeline for transitioning your program in using and implementing the HSELOF in staff development, program planning, and operation

You can plan the next steps:

- Determine your program's needs for understanding the HSELOF and identify priorities
- Review the domain alignment across the birth to 5 continuum
- Learn more about the goals and indicators, specifically focusing on examples provided at the indicator level
- Determine how much your program understands the goals and expectations outlined in the HSELOF
- Provide additional professional development to support use of effective practices that are consistent with the HSELOF
- Consider ways to align curriculum goals and assessment tools with the HSELOF.

TIP: Help staff and families get comfortable with the HSELOF through a variety of hands-on learning activities. For example, put charts on the wall for each domain or display photos of classrooms or home visits where children are engaged in learning experiences that represent the domains.



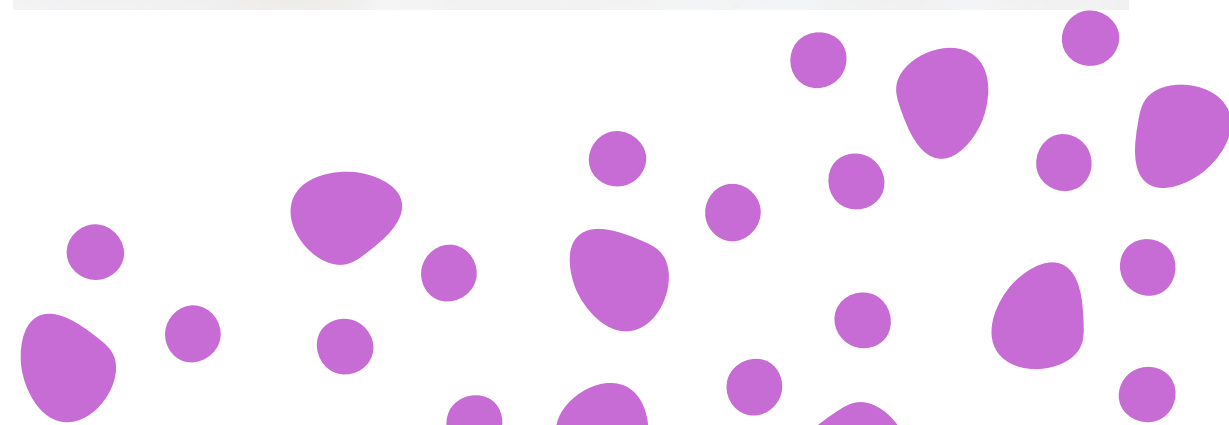
SCHOOL READINESS GOALS

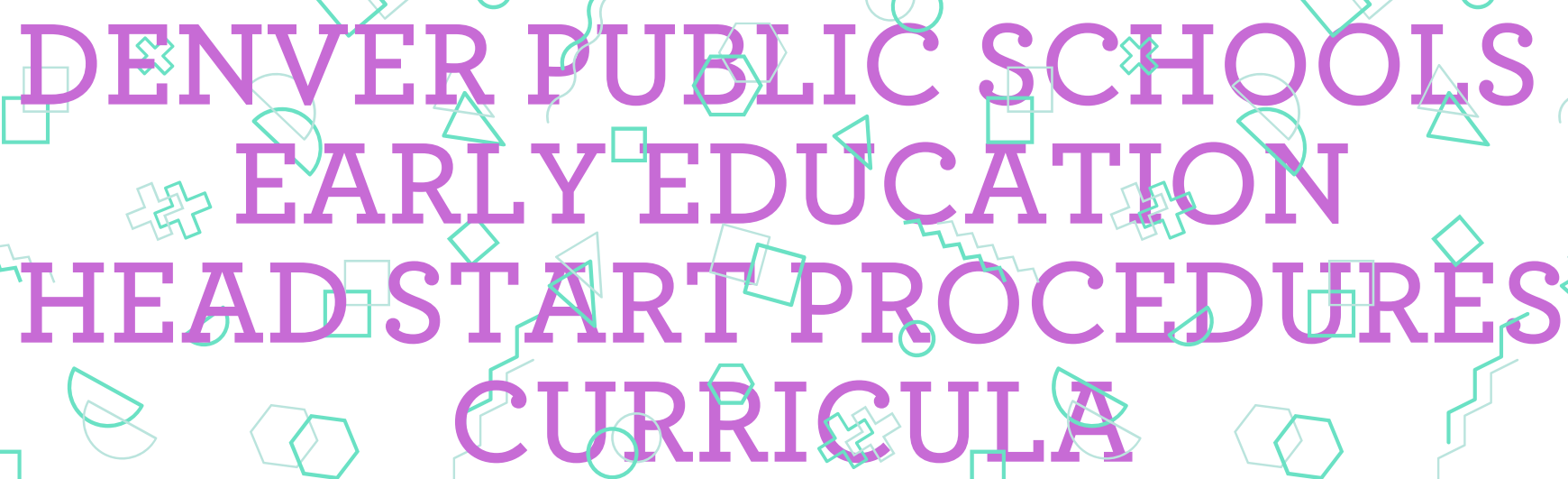
School readiness is the overarching goal of Head Start programs. All children need developmentally appropriate support to develop language, cognitive ability, literacy, and social-emotional skills. DPS HS children and their families need resources, education and support for acquiring these skills that are necessary for success in school and life.

Student data for all Head Start children is aggregated three times a year through the TS Gold Assessment. Teachers enter student progress in TS Gold. The data is accessed centrally and reports are generated. The goal for DPS Head Start is for all children to achieve their full potential. Typically over 90% of students enrolled for all three observation windows meet or exceed expectations in all domains by spring.

PARENT TEACHER HOME VISITS

As a Head Start mandate (and best practice), you are required to conduct two home visits a year, for each family. Your first home visit should take place in the beginning of the year, with the focus on building relationships with families, listening to their hopes and dreams for the children and goal-setting. The second should take place in the spring, revisiting goals and development, while planning for transitions to come as the school year closes. All Head Start home visits, including additional compensation for your time, are conducted through the Denver Public Schools Office of Family and Community Engagement (FACE). You will need to participate in their training to get started. Documentation of visits should be sent to the Head Start Education Coordinator in addition to what you will submit to FACE. For detailed information, visit the PTHV page on The Commons





DENVER PUBLIC SCHOOLS EARLY EDUCATION HEAD START PROCEDURES CURRICULA

The Creative Curriculum (CC) and Tools Of The Mind Curriculum are research based and comprehensive curricula used in the Denver Public Schools Head Start Program. Both are based on an extensive literature-based research review of the most significant recent studies on early learning. The curricula are used in conjunction with Teaching Strategies Gold (TS Gold) from which data is gathered to identify goals for children's development and learning.

CC and Tools define experiences through which children achieve these goals. The curricula include ideas for staff and parents to use to support children's learning across the domains of child development.

TS Gold is completed three times per year and reflects children's development in the domains of the Head Start Child Development and Early Learning Framework. Teaching Strategies provides a web based system that aggregates the data on the Head Start domains of development. The fall, winter and spring reports include summary data that is analyzed for patterns of progress and accomplishment for groups of children. Classroom teachers can access summary and individual child reports to support classroom planning. The TS Gold Family Conference Form is generated and shared with families. Goals are established for individual children and the progress is observed and measured based on the developmental guidelines included in TS Gold. Trends are analyzed by the Education Coordinator in conjunction with the Project Director. Staff development sessions as well as lesson plans are designed based on this analysis.

The Early Childhood Environmental Rating Scale and the Classroom Assessment Scoring System (CLASS) are utilized to evaluate classrooms and teacher effectiveness. The results are integrated into a Quality Improvement Plan for each site. The Classroom Assessment Scoring System (CLASS) and the DPS Framework for Effective Teaching (Framework) are both used to support teachers in gaining knowledge of effective teacher child interactions strategies. The tools provide a framework to analyze observable classroom practice so that teachers can identify effective practices to promote student learning.

Teachers ensure that the classroom curriculum supports and respects the home language, culture and family composition of each child by gathering parent's ideas during home visits and conferences. The parents are given the opportunity to carry out activities linked to the Head Start Child Development and Early Learning Framework. The Denver Public Schools Parent-Child Activities outline options for these activities as does TS Gold and CC. Teachers gather the parents input into curriculum four times a year and record it on the DPS Head Start Home Visit/Conference forms. They also share TS Gold results with parents 3 times a year based on the school district report card schedule.

HOW TO PLACE HEAD START ORDERS

Classroom materials and supply budget = \$825

- Type orders on the ORDER & TUITION FORM (located on the Head Start Commons page under Resources FOR Teachers & Paras: [HERE](#). Handwritten forms will not be accepted.)
- Save a copy of the form for your files then email it to the HS Education Manager (elyse_yurth-adlen@dpsk12.net) for approval.

DEADLINE

Head Start
Materials &
Supplies money
must be spent by
March 1, 2024

RESTRICTIONS

- Head Start materials and supply funds are NOT to be used for field trips, transportation, or entrance fees. Please use your alternate funding sources for this purpose. To use your non-Head Start funds work with your school's requisition secretary.
- REIMBURSEMENTS FOR HEAD START PURCHASES ARE NOT ALLOWED.

QUESTIONS

Email Education Manager
elyse_yurth-adlen@dpsk12.net

CLOTHING

Extra clothing for classroom emergencies will be order by the Education Manager and delivered to your classroom

VOLUNTEERS IN HEAD START

DPS Head Start welcomes volunteers in our program and classrooms. Volunteering is a form of family engagement and we strive to engage all families. To ensure the safety and wellbeing of all children, families and staff in our program the following steps must be completed:

1. All volunteers must receive a volunteer orientation by a Head Start staff member. The volunteer handbook can be found on the DPS Commons web page

<http://thecommons.dpsk12.org/Page/1712>

2. All volunteers must sign the volunteer orientation agreement; this is the last page of the volunteer handbook. The completed volunteer orientation agreement must be collected by the Head Start Family Liaison and be added to the child's GoEngage file.

3. Parents and caregivers must submit a DPS volunteer and background check request form and follow up with the school office staff to determine next steps and approval.
<https://app.sterlingvolunteers.com/en/Candidates/Account/Register>

4. Once the parent and caregiver has received approval to serve as a DPS volunteer. They can coordinate with Head Start teachers or other staff around upcoming volunteer opportunities.

CACFP

CHILD ABUSE REPORTING REPORTING POLICY

- Teachers will call HS Operations Coordinator Becka Eschel, 720-423-3577, WITHIN 24 HOURS of making a child abuse or neglect report. If Becka does not answer, call Office Support II Rosy Hernandez, 720-423-2378 or Head Start Director José Paz 720-423-3047.
- The report includes the date of report and if it was made about a parent/guardian or was institutional abuse. (No personally identifying information will be included in the report.)
- Teachers will call HS Operations Coordinator Becka Eschel, 720-423-3577, IMMEDIATELY if there is a significant injury during class time of a child or staff member resulting in a 911 call, emergency transportation or hospitalization. If Becka does not answer, call Office Support II Rosie Hernandez, 720-423-2678 or Head Start Director José Paz 720-423-3047.
- The total number of child abuse or neglect reports will be included with the CACFP documentation sent to HS Coordinator at the beginning of each month.



DAILY

- Sign-In/Out (Must include full signature and in/out times)
- Total number of snacks served recorded on menu
- ROMS COMPLETED AT SNACK TIME

WEEKLY

- Sign-In/Out Check for errors
- Complete ROMS by entering totals for student and staff snacks served

MONTHLY

- On the 1st of every month send to the Head Start Coordinator
- ROMS
- Snack menu
- Sign in/out sheets



CACFP RECORD KEEPING

SIGN IN/OUT SHEETS

- Electronically or using a black pen, list children alphabetically, LAST NAME FIRST.
- At top of page, enter school, teacher name, month, day, and year.
- Parent signs child in and out using the correct time and a full signature; printing is acceptable. Blanks or incomplete signatures are corrected as soon as possible.
- Write “ABSENT” on sign-in/out sheet for child not in attendance.

ROMS COMPLETED AT SNACK TIME

- Mark each child as snack is observed
- X/1 = Child received snack
- O = Child was absent
- LE = Child left before snack time
- S = Child slept through snack time
- W = Child withdrawn; remove from ROMS the next week

MENU COMPLETED DAILY

- Education Manager will email menus to you.
- If your lunchroom provides something different, you must note the substitution on that day’s menu block.
- Write number of snacks served on the snack menu block for that day.

ROMS SHEETS

- Electronically or using a black pen, list children alphabetically, LAST NAME FIRST, same as sign-in sheets.
- At top of page, enter school, teacher name.
- Enter total snacks served above each day’s column and at the bottom of each day’s column.
- Electronically: auto sum bottom of snack column, enter same at top.
- By Hand: count X’s and write at top and bottom
- Write “ABSENT” on sign-in/out sheet for child not in attendance.
- Enter number of staff snacks served in marked box
- Enter the total of Monday-Friday snacks served in the box in the upper right corner of the ROMS and under Page Totals- Free at the bottom of the page.



FIRST OF THE MONTH

Collect completed ROMS, Snack Menu and Sign-In/Out Sheets. Scan and email to Education Manager, elyse_yurth-adlen@dpsk12.net



DEFINITIONS FOR RECORD KEEPING PROCESS

CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

The program's goal, funded by the USDA, is to help children learn to eat a wide variety of foods as part of a balanced diet by ensuring that foods appropriate to children's nutritional needs are served in participating childcare centers. As a participating childcare provider, Denver Public Schools Head Start is eligible to receive cost reimbursement for the p.m. snacks served daily in Head Start classrooms. To receive this reimbursement, our Head Start program must comply with the CACFP policies and procedures for record keeping.



MENU

The DPS Food Service snack menu, as well as the breakfast & lunch menus, are emailed to Head Start teachers each month. All three menus must be posted in the classroom, but only the snack menu is used for the CACFP program. Snack substitutions are important to record because they may not be reimbursable if they do not meet program nutrition guidelines.

RECORD OF MEALS SERVED (ROMS)

The ROMS is the official CACFP form for daily recording of snacks served. The ROMS is NOT date-continuous. ROMS may only cover the days of a single month regardless of which day of the week the month begins and ends on. For example, if October 31 falls on a Wednesday, the October ROMS stops on that day; a new ROMS page begins with Thursday, November 1. Instructions and codes for filling out the ROMS are found on the CACFP Record keeping page.

WHAT IS A FULL SIGNATURE?

YES = Ella Funt (Printed)

YES = Ella Funt (Cursive)

Yes =  (Unreadable scribble – First and last name)

EXCEPTION = If a parent/guardian is illiterate and unable to sign with a full signature, list name(s) on a separate sheet and submit with monthly ROMs and sign in sheets.

NO = E. Funt

NO = Ella

NO = Ella F.

NO = Funt

NO = E. F.



NO =

8:00	Ella
3:30	Funt

The key to receiving maximum program reimbursement for CACFP is to:

- provide parents with clearly printed sign-in/out sheets
- explain the importance of times and full signatures
- follow up in a timely manner on any necessary corrections

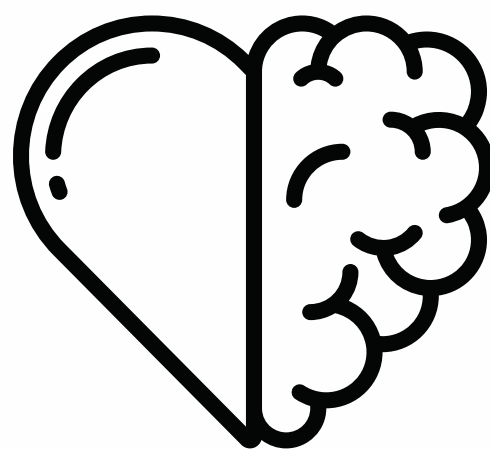


2023-24 Head Start Health Team Structure, Caseload Assignments, and Responsibilities

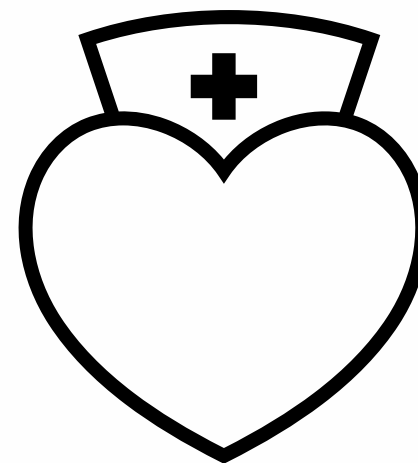
Meet the Head Start Health & Wellness Team



Liz Beindorff, LCSW
720-423-2689
Supervisor, Head Start
Health & Wellness



Julissa Gomez-
Van de Velde, RN
720-423-2659
Head Start
Registered Nurse



Zaineb Abdulwafi, MS
Nutrition & Dietetics
720-423-1402
Head Start
Health Coordinator

Serving all DPS Head Start classrooms, Head Start RN Julissa will:

1. Identify children who have Chronic Conditions at the beginning of the school year and on-going; follow-up to acquire Health Care Action Plans (HCAPs) and any required medication from families; notify school nurses so that they can delegate medications to the Head Start classroom teachers.
a. Chronic conditions must be documented immediately after a child starts school
2. Identify students whose immunizations are non-compliant or who need an exemption; follow-up with families to ensure students are in compliance or are in process to be compliant as soon as possible; communicate with and the school nurse
a. Immunizations or exemptions must be documented within 14 days of notifying families of non-compliance
3. Identify students who require Medical Statements for Meal Modifications; review Statements and share a copy with applicable staff for the child's file and meal planning
a. Medical Statements for Meal Modifications must be documented in the classroom for licensing and shared with appropriate school staff immediately after a child begins school or when identified
4. Perform hearing and vision rescreens for children based on results from Marion Downs Center/KidScreen or initial screenings performed by the Head Start Health Coordinator; follow-up on hearing and vision referrals, including assisting families who need help to get the necessary care for their child.
5. Perform follow-up for children who have a score of 1 (needs immediate attention) on their initial dental screening with the Denver Health Pediatric dentist; work with families to identify a provider if necessary
6. Complete health assessments for students going through an initial evaluation or reevaluation for an IEP; share relevant information with staff as needed to support the child's educational needs

Serving all DPS Head Start classrooms Head Start Health Coordinator Zaineb will::

1. Assist Head Start teachers in obtaining students' Physical Exams (PEs) to be in compliance with a). State Licensing, and b). Head Start performance standards; if the PE is still missing after making 3 attempts during the first 3 weeks of school to get the document, Zaineb will ask the teacher and the Liaison for assistance; the teacher and Liaison can request help from school leadership in order to be in compliance with this licensing requirement.
 - a. **Current physical exams must be on file in the classroom, per state licensing rules, within 30 days of the child's attendance. Head Start requires the documentation within 90 days. Starting in October, the Health and Wellness Supervisor will send monthly notices about expiring physicals to the Health Team, classroom teachers, and Liaisons.**
2. Prepare and distribute toothbrushing supplies during the first week of school, and again approximately every 8 weeks during the school year (late October, mid-January, and early April)
3. Assist the Marion Downs Center with Fall Hearing/Vision screenings, and conduct Fall Height/Weight screenings on all children during the first 45 calendar days of the school year, and again during March prior to Spring Break
 - a. **Fall screenings dates will be scheduled by the Health and Wellness Supervisor and shared with teaching teams and Liaisons**
4. Conduct initial hearing/vision screenings for children who were absent from or unwilling for the Marion Downs Center screenings or who enter the program after the initial screening period



Other Responsibilities of the Head Start Health Partners (RN and Coordinator)

2023-24 School Assignments for Head Start Health Partners

Julissa Gomez-Van de Velde, RN

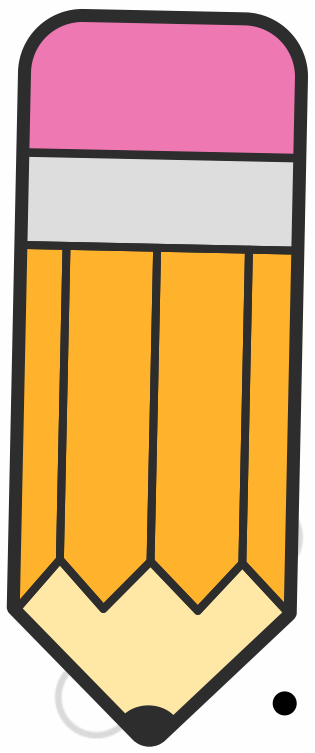
Beach Court - Spanish
College View - Spanish
Ellis - Spanish
Escalante Biggs Academy - Spanish (2)
McGlone - Spanish
Pascual LeDoux - Spanish (2)
Samuels - Spanish
Smith - Spanish

Zaine Abdulwafi, MS

Beach Court - English
College View - English
Ellis - English
Escalante Biggs Academy - English (2)
McGlone - English
Montclair
Pascual LeDoux - English
Samuels - English
Smith - English
Whittier

Based on the list above, each Health Partner will also conduct the following tasks:

1. Complete the health enrollment information, both during spring enrollment season and throughout the school year as new children enroll
 - a. The Coordinator will notify the RN of any chronic conditions or Medical Statements for Meal Modification, and the RN will follow-up as outlined under RN responsibilities
 - b. The Coordinator will conduct initial screenings for new children as they enroll throughout the year, and send rescreens to the RN for follow-up as outlined under RN responsibilities
2. Identify students who require a Dietary Preference Form for Meal Modification (for children with a medical need NOT documented by a physician, OR due to religious, ethical, or cultural reasons that do not rise to the level of a disability)
 - a. Review, document, and upload completed Dietary Preferences and information in IC and GoEngage for their school caseload
 - b. Share with applicable staff for knowledge and meal planning
 - c. Dietary Preference Form for Meal Modifications must be documented and shared with appropriate immediately when a child begins school or when identified
3. Assist the Denver Health Pediatric Dental team with dental exams
4. Respond to health-related questions from classroom staff and Liaisons as needed
5. Respond to health-related concerns or questions from caregivers as needed (e.g., lice, rashes, help finding care, etc.)
6. Identify parent engagement opportunities to train and educate parents on the importance of early and regular health and dental care
7. Collaborate with Liaisons if a child has chronic absenteeism to determine if there is a health-related issue and how support from Head Start Health Partners and Liaisons could support the child and family



DOWNLOADABLE FORMS

- Classroom Postings Checklist
- Coaching Logs
- Conferences Semester 1/Conferences Semester 2
- Conference Summary Report
- Daily/Weekly Licensing Classroom Checklist
- ESI Results
- Denver Great Kids Head Start Checklist
- Home Visit Summary Report
- Home Visit Summary
- Health and Safety Checklist
- Monthly Safety Checklist
- Professional Development Plan - Teacher
- Professional Development Plan - Para
- Refrigerator Temperature Log
- ROMS
- Sign In/Out ENGLISH SPANISH
- Substitute Tracking Form
- United Language Group User Card
- Volunteer Handbook ENGLISH SPANISH
- Volunteer Monthly Timesheet





THANK
YOU

